
Writing Curriculum Plan

ent at South Tawton Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write that they can communicate their ideas and emotions to others effectively.

As to writing, we intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an understanding of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and cursive handwriting.

We will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words that have more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English e.g. correct pronunciation and phrases. They will be taught to use the elements of spelling, grammar, punctuation and 'language about language'

The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- develop a love of words to craft into writing that is eloquent and fulfils its intended purpose.
- read and appreciate different forms of poetry including classics and modern prose.

At South Tawton Primary School, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Harvest & Autumn: Rosie's walk Farmer Duck	Night and Light: Owl babies Peace at last	Superheroes: Supertato series	Around the world: Handa's surprise We're going on a lion hunt Cleversticks	Traditional Tales: Variety of traditional tales (3 pigs, Goldilocks, Jack and the beanstalk, 3 Billy Goats, Cinderella) Alternatives to tales: Jim & the beanstalk, 3 wolves & big bad pig	Minibeasts: Eric Carle se (Hungry cat busy spider Info books a bugs. Life cycle bo

Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	S
<p>In year 1, all reading and writing is taught through the Read, Write, Inc scheme.</p> <p>Additional writing opportunities are provided through cross curricular topic writing.</p>					
<p>Word: Leaving spaces between words Sentence: combining words to make sentences Punctuation: form lowercase and capital letters; full stops and capital letters for sentences; using capital letters for names and the personal pronoun I</p>		<p>Word: Leaving spaces between words Sentence: combining words to make sentences; joining words and clauses using 'and' Punctuation: Capital letters for names and the personal pronoun I; begin to use an exclamation mark to demarcate sentences</p>		<p>Word: Plural noun suffixes Text: sequencing sentence narratives Punctuation: Question mark sentences</p>	
<p>Taught through Read, Write, Inc scheme</p>					
<p>Introducing capital and printed letters, numbers, punctuation and other symbols alongside cursive handwriting</p>					

Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	S
<p>For 2020 -21, year 2 literacy lessons will initially focus on completion of the Read, Write, Inc scheme as this was not completed in closures.</p>					
<p>Word: word class – adjective Sentence: questions and commands; coordination and subordination; expanded noun phrases Punctuation: full stops, capital letters, exclamation marks and question marks; using capital letters for names of people, places, days & the personal pronoun I; commas in lists</p>		<p>Word: word classes: adjectives to adverbs; using suffixes e.g. ness to form nouns or adjectives Sentence: statements and exclamations Text: present and past tense including progressive forms Punctuation: apostrophe for contraction/ omission and for singular possession</p>		<p>Word: use of suffixes er/es Consolidation in preparati</p>	

<p>Revision of year 2 objectives Word: determiners a/an Sentence: conjunctions: to extend range of sentence type; to express time, place and cause Punctuation: revision of full stop, question mark, exclamation mark, commas in lists, apostrophe for contraction and singular possession</p>	<p>Word: word classes: adverbs to express time and place; prepositions to express time and place Sentence: expressing time, place and cause using conjunctions, adverbs and prepositions Text: using the present perfect form of verbs Punctuation: introduce inverted commas to punctuate direct speech</p>	<p>Word: word families: base showing how words are related; meaning; formation of new words Text: using headings and sub-headings; presentation; Introduction; way to group related material</p>
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Diagnostics to inform review of phase 5/6; No nonsense spelling year 3 including statutory word list

Pupils taught to use the diagonal and horizontal strokes needed to join words
Pupils begin to join more of their writing legibly and consistently
All pupils write in pen by the end of the year.

Aut 1		Aut 2		Spr 1		Spr 2		Summer 1	
The Beasties By Jenny Nimmo	Escape to Pompeii Non fiction - Volcanoes Newspaper Report / live reporting	I don't believe it Archie! By Andrew Norris	Letters to Father Christmas - Hopes for a better future	How Santa Actually Works By Alan Snow	Fantastically Great Women By Emily Pankurst	Chalk by Bill Thomson	Beachcomber Poetry	How to Train a Dragon By Cressida Cowell	Fantastic Mr Fox by Roald Dahl
Geography/History PHSE – viewpoints / judgements				Logical thinking / Machines / Science Strong influential women through time				Geography – Asia setting / Play scripts	

				History link to Vikings
Special objects stimulus Recount / Facts	Narrative Surprise encounter story	Instruction writing Biography	Narrative Poetry Computing	Descriptive writing Playscript
Revision of year 3 objectives Word: pronouns Sentence: adverbials and fronted adverbials Punctuation: commas after fronted adverbials Text: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		Word: The grammatical difference between plural and possessive –s Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrase Punctuation: apostrophe for singular and plural possession; Use of inverted commas and other punctuation to indicate direct speech		Word: Standard English for inflections Text: Use of paragraphs to a theme
Diagnostics to inform review of year 3 spelling work revise: Strategies for learning words: words from statutory list learnt in year 3 No Nonsense spelling year 4 including statutory word list				
Applying size appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility				

Aut 1		Aut 2		Spr 1		Spr 2		Summer 1	
Chitty Chitty Bang Bang & Race	Macbeth	Where my Wellies Take Me. Michael	Everest by Alexandra Stewart	Beowulf by Kevin Crossley- Holland	Charles Dickens by Mick Manning	Cloth Lullaby	A Wizard of Earth Sea	Jungle Survival	Ice Bear Weslandia

Aut 1		Aut 2		Spr 1		Spr 2		Summer 1	
War Horse	War Boy	Earthquakes Range of Non-fiction texts based on earthquakes	Mr P – A Christmas Wish	Cloudbusting	How Cats Really Work How Dogs Really Work	Tales of Beadle and Bard	Blood (ebook) Horrible Science – Blood, Bones and Body Bits reports	Reading revision unit (variety of texts from past SATS papers).	Reading revision unit
World War 1 Earthquakes Light Living things and their habitats				Thematic Study: Education Study of a European region Electricity				Ancient Civilisations Global Goals Animals, including humans Evolution and Inheritance	
<ol style="list-style-type: none"> 1. Create atmosphere through the use of adverbials and prepositional phrases. 2. Show emotion/character through dialogue. Develop a series of events based on an emotion and explore the various ways in which the emotion is caused.		Historical narratives Non-chronological report Informal letters		Poetry Explanations Formal letters		Poetry Narrative Persuasive writing			
Revision of year 5 objectives Word: synonyms and antonyms; word classes – subject/object				Sentence: Use of the passive to affect the presentation of information in a sentence; formal/informal				Text: Linking ideas across wider range of cohesive devices [for example, headings, su	

Sentence: The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. subjunctive forms, question tags

Punctuation: Colons and bullet points; Use of the semi-colon, colon and dash to mark the boundary between independent clause; How hyphens can be used to avoid ambiguity
Text: use the perfect form of verbs to mark relationship between time and cause

columns, bullets, or tables

Diagnostics to inform review of year 5 spelling work revise: Strategies for learning words: words from statutory list learnt in year 5
No Nonsense spelling year 6 including statutory word list

Adapting handwriting for a range of tasks and purposes